



## Whitmire Community School ( High)

2597 Hwy. 66

Whitmire, S.C. 29178

<b>Grades</b>	6-12 Middle School	
<b>Enrollment</b>	255 Students	
<b>Principal</b>	Joey L. Haney	803-694-3400
<b>Superintendent</b>	Mr. Bennie Bennett	803-321-2600
<b>Board Chair</b>	Mr. Don Saylor	803-276-9765

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Average</b>
2008	Below Average	Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

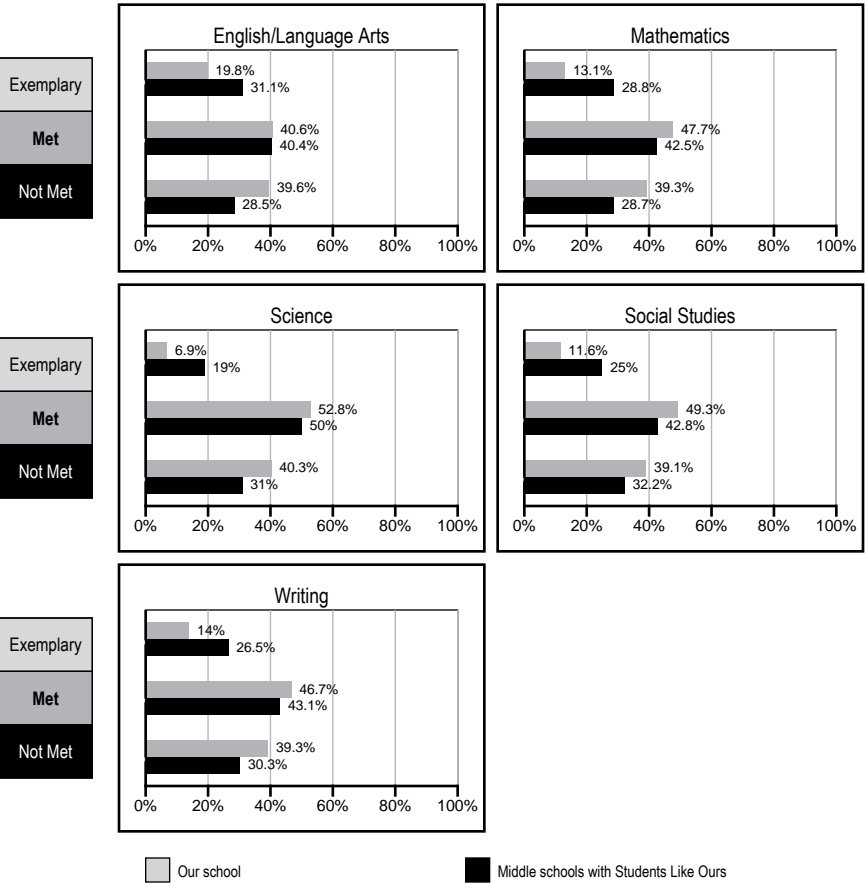
96.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	5	46	2	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	96.7%
English 1	100.0%	94.5%
Physical Science	N/A	81.0%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=255)				
Students enrolled in high school credit courses (grades 7 & 8)	4.1%	Down from 17.3%	21.6%	21.6%
Retention rate	3.5%	Down from 8.7%	1.3%	1.2%
Attendance rate	93.9%	Down from 95.1%	95.9%	95.9%
Eligible for gifted and talented	9.0%	Down from 14.3%	17.1%	14.8%
With disabilities other than speech	13.7%	Up from 12.7%	14.1%	12.6%
Older than usual for grade	9.4%	Down from 11.9%	2.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Up from 1.1%	0.6%	0.6%
Annual dropout rate	0.0%	Down from 1.3%	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	53.8%	Up from 50.0%	58.1%	56.9%
Continuing contract teachers	92.3%	Up from 58.3%	76.7%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	3.6%	5.3%
Teachers returning from previous year	66.5%	N/A	85.6%	82.9%
Teacher attendance rate	96.6%	Up from 96.3%	95.5%	95.2%
Average teacher salary*	\$47,473	Up 20.2%	\$47,274	\$46,599
Professional development days/teacher	15.4 days	Down from 21.2 days	12.3 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 19.3 to 1	21.1 to 1	20.1 to 1
Prime instructional time	88.4%	Down from 91.2%	90.0%	89.9%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.0%	97.3%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$8,807	Up 8.1%	\$7,341	\$7,645
Percent of expenditures for instruction**	59.2%	Down from 59.4%	63.2%	63.4%
Percent of expenditures for teacher salaries**	53.9%	Up from 52.2%	58.7%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Report of Principal and School Improvement Council

Whitmire Community School is a PreK-12 facility located in northern Newberry County. The school has been referred to as the hidden secret of the Sumter National Forest. WCS is accredited by the Southern Association of Colleges and Schools, a South Carolina Reading First School, and an SREB/SDE High Schools That Work site. The Palmetto Gold & Silver Awards Program recognized the elementary school (2006-2007) and the high school (2005-2008).

Our classroom instruction is based on South Carolina curriculum standards with our focal point being reading and writing instruction. Reading and writing instruction is integrated across all content areas and the responsibility is equally shared by all of our teachers, students, parents, and the community. Teachers across all content areas recognize "Writers of the Month" each quarter at the success assemblies. Family message journals, the Wee Deliver Postal System, author visits, Family Read-in Night, Reading with the Wolverines, and Read Across America Week provide authentic writing and reading opportunities throughout our school and community.

We continued a Measure of Academic Progress assessment program for grades 2 through 10 to measure student growth in Reading, Language Usage, Mathematics, and Science to identify each student's strengths and weaknesses. Our Data Analysis Team will examine MAP results along with student performance on PACT, HSAP, Odyssey, A+ Software, Dominie, and classroom assessment to establish goals and objectives for ongoing school improvement. A daily enrichment/remediation period was scheduled for grades 3-8.

In the Spring of 2008, the school and community was excited to witness the completion of an \$8.7 million building project. The plan included a new PK-12 Media Center, high school classrooms, 6-12 Art Room, band room, and gymnasium. There will be no classrooms housed in portables when the 2008-2009 school year opens. WCS also received major technology upgrades with phones and smartboards in every classroom.

We will continue to promote our unique PK-12 setting and work toward our mission of providing a safe, nurturing environment and collaborating with families and the community, to prepare all of our students for success.

Joey L. Haney, Principal  
Todd Johnson, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	30	28
Percent satisfied with learning environment	86.7%	83.3%	80.8%
Percent satisfied with social and physical environment	100.0%	80.0%	88.9%
Percent satisfied with school-home relations	73.3%	83.3%	80.8%

\* Only students at the highest middle school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 4 out of 5 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	93.9%	94.0%*	No

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	112	100	40.4	40.4	19.2	74	77.5	82.8	No	Yes
<b>Gender</b>										
Male	56	100	56.9	31.4	11.8	58.8	72.1	79.3	N/A	N/A
Female	56	100	24.5	49.1	26.4	88.7	83.5	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	88	100	36.6	41.5	22	75.6	86.4	89.5	I/S	I/S
African American	24	100	54.5	36.4	9.1	68.2	68	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	70.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	21	100	N/AV	N/AV	N/AV	52.6	45.1	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	68.3	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	72	100	47	39.4	13.6	68.2	70.8	75.5	I/S	I/S

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	112	100	39.4	49	11.5	71.2	73.8	78.9	Yes	Yes
<b>Gender</b>										
Male	56	100	52.9	41.2	5.9	58.8	71.6	77	N/A	N/A
Female	56	100	26.4	56.6	17	83	76.1	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	88	100	39	47.6	13.4	73.2	84.1	87.2	I/S	I/S
African American	24	100	40.9	54.5	4.5	63.6	60.6	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	75.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	21	100	57.9	36.8	5.3	57.9	40.8	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	73.4	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	72	100	45.5	45.5	9.1	66.7	65.3	70.2	I/S	I/S

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	76	98.7	39.4	53.5	7	60.6	60.1	67.5
Gender								
Male	36	97.2	50	43.8	6.3	50	59.9	67
Female	40	100	30.8	61.5	7.7	69.2	60.4	68
Racial/Ethnic Group								
White	63	98.4	35.6	57.6	6.8	64.4	73.3	79.5
African American	13	100	58.3	33.3	8.3	41.7	43.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	55.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	14	92.9	N/AV	N/AV	N/AV	45.5	26	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	54.5	59.6
Socio-Economic Status								
Subsided meals	47	100	48.8	46.5	4.7	51.2	48.4	55.1

Social Studies

All Students	76	98.7	38.2	50	11.8	61.8	63.6	72.3
Gender								
Male	39	97.4	50	41.2	8.8	50	59.3	71.5
Female	37	100	26.5	58.8	14.7	73.5	68.2	73.2
Racial/Ethnic Group								
White	60	98.3	40.7	46.3	13	59.3	74	80.7
African American	16	100	28.6	64.3	7.1	71.4	50.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	17	94.1	60	33.3	6.7	40	33.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	62.6	67.9
Socio-Economic Status								
Subsided meals	49	98	51.2	44.2	4.7	48.8	54.3	62.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	115	97.4	37.5	48.1	14.4	62.5	62.6	70.2	94.5	95.8
Gender										
Male	57	96.5	52	44	4	48	52.4	63.2	94.4	95.6
Female	58	98.3	24.1	51.9	24.1	75.9	73.6	77.5	94.6	96
Racial/Ethnic Group										
White	91	96.7	32.9	50	17.1	67.1	73.8	79.1	94.1	95.7
African American	24	100	54.5	40.9	4.5	45.5	48.8	57.6	95.8	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.8	62.6	N/A	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	94.7
Disability Status										
Disabled	21	95.2	77.8	16.7	5.6	22.2	20.1	26.1	94.4	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	59.7	61.2	N/A	95.9
Socio-Economic Status										
Subsidized meals	69	95.7	48.4	41.9	9.7	51.6	52	58.9	93.5	95.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	38	100	41.2	41.2	17.6	58.8
	7	40	100	35.1	43.2	21.6	64.9
	8	34	100	45.5	36.4	18.2	54.5
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	38	100	29.4	58.8	11.8	70.6
	7	40	100	35.1	51.4	13.5	64.9
	8	34	100	54.5	36.4	9.1	45.5
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	19	100	55.6	33.3	11.1	44.4
	7	40	100	35.1	62.2	2.7	64.9
	8	17	94.1	31.3	56.3	12.5	68.8
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	19	100	12.5	81.3	6.3	87.5
	7	40	100	48.6	37.8	13.5	51.4
	8	17	94.1	40	46.7	13.3	60
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	38	97.4	42.4	39.4	18.2	57.6
	7	41	97.6	37.8	43.2	18.9	62.2
	8	36	97.2	32.4	61.8	5.9	67.6

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